

Civil Air Patrol
Cadet Protection Training
Instructor's Guide and
Student Materials

**Civil Air Patrol
Cadet Protection Training Program
Instructor's Guide and
Student Materials**

This pamphlet is the Instructor's Guide and student materials for the Civil Air Patrol (CAP) Cadet Protection Training Program; and describes CAP's policies concerning child sexual abuse and drug abuse. The policy itself can be found in CAP Manual 50-16, CAP Cadet Training Program, Chapter 1, Section B.

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**Civil Air Patrol
Cadet Protection Training Program
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Section A

Cadet Protection Training Overview

Child abuse and drug abuse both represent menaces to America's youth and to our nation's long term vitality. Both are significant concerns to every youth serving organization, including the Civil Air Patrol (CAP). CAP is committed to doing everything reasonably possible to combat the potential for child abuse within our organization and to discourage our cadets from illegal use of alcohol and other drugs. This commitment has led CAP to develop a comprehensive youth protection policy. This video program and companion booklet makes clear CAP's policy and is based on the guidance in CAP Manual 50-16, CAP Cadet Training Program, Chapter 1, Section B.

The CAP is deeply grateful to the Air Force Surgeon General, Air Force Reserve Captain Scott O'Grady, and the other individuals featured in this training video. We are also appreciative of your contribution to this very important training by serving as a seminar leader. As the leader of this seminar, you fulfill an extremely important role in educating senior members, thereby contributing enormously to the health, welfare, and overall development of CAP cadets.

Training Objectives

At the conclusion of this training session, senior members will:

1. Know the definition, categories, and signs of child sexual abuse.
2. Understand the "zero tolerance" child and drug abuse policies of CAP.
3. Be aware of CAP policies regarding child abuse and drug abuse, and know how to respond when confronting either situation within CAP.
4. Understand the need for strict adherence to CAP policies regarding cadet protection.

Advanced Preparation

When preparing to use this training material, remember the fundamental principle that, "Proper prior planning prevents puny performance." Instructors should prepare by completing the following tasks:

1. ***Watch the Cadet Protection Training video in its entirety before using it with a group of students.*** Watching the video familiarizes you with the content of the video. It also ensures that the physical and electro-magnetic condition of the cassette has not been compromised.
2. ***Read and become familiar with the CAP CPT Instructor Guide and student materials.*** Read the materials to become familiar with their contents and format. This will help you learn what to expect from your students. Become familiar with the case studies so that you can answer any questions that may arise.

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3. ***Duplicate the handout materials so that each student receives his or her own copy.***
The handout materials include the pre-training quiz, basic child and drug abuse information and a Student Critique form. These are found at the end of this Instructor's Guide. CAP units should reproduce these pages for distribution as part of this training.
4. ***Make arrangements for a VHS cassette player and video monitor or television for the training.*** By making arrangements early, you can ensure that the video equipment will be available when you need it. The Cadet Protection Training Program requires students to view the video.
5. ***Review the information concerning CAP's policies relating to child abuse and drug abuse in CAPM 39-2, CAP Membership; CAPM 50-16, CAP Cadet Training Program; and CAPP 50-6, Cadet Protection Policy and Program for Parents and Leaders.*** The CAP's policies and procedures concerning child abuse and drug abuse are found in CAPM 39-2 and CAPM 50-16. Additional information for parents and senior members are found in CAPP 50-6. Check to be sure that you have the latest editions of these publications. As the instructor, you should be prepared to respond to student questions concerning official CAP policies.
6. ***Obtain a copy of the CAP Senior Program Directors' Report Form, CAP Form 11, on which to record attendance.*** A copy is included in this Instructor's Guide. Please reproduce this as necessary. At the conclusion of each training session, students should each sign the form which you should immediately forward to the Senior Programs Division (HQ CAP/ETS) at National Headquarters, CAP. NOTE: We also suggest that you keep a copy of the completed Directors' Report for your records.

Immediately Before the Training Session

1. ***Check video equipment and cassette, and arrange the room for TV viewing.*** Instructors should arrive at the training facility early enough to check the operational status of the video equipment and cassette, and become familiar with the equipment's controls. Instructors should also check the audio level to ensure that it is loud enough for students to hear, but not so loud so as to over-modulate the speakers. The room should be arranged so that students will be able to have an unobstructed view of the TV screen.
2. ***Distribute materials.*** As students arrive, each student should be given a copy of the handout materials and the pre-training quiz. The pre-training quiz is intended to be completed while the students assemble.

Training Session (Time required approximately 90 minutes)

1. ***Introduce yourself and the subject matter.*** In your opening remarks, you should make the following points:
 - CAP is committed to doing everything reasonably possible to combat the potential for child abuse within our organization and to discourage our cadets from illegal use of alcohol and other drugs.
 - Review the objectives of the Cadet Protection Training.
 - Emphasize that the intent of the training is to inform the students of CAP's policies and procedures, and to give them insight into the problems related to child abuse and drug abuse. The training is not designed to make them "experts" in either area.

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2. ***If students require additional time to complete the pre-training quiz, give them a few minutes. Explain that the quiz will be reviewed after viewing the video.*** All of the questions on the pre-training quiz are answered in the video. The quiz gives students a chance to evaluate their level of knowledge before viewing the video.
3. ***Start the video.*** The video requires very little introduction. Be ready to stop the tape when the instruction to do so appears on the screen.
4. ***Lead the discussion of the problem posed.*** The following is an excerpt from the video that poses a problem and the suggested response. This case study and two other optional case studies are included in the student materials.

Imagine yourself in the following scenario. You are the unit commander and one of your cadet officers reports to you that in a discussion she had with one of the cadets that the cadet indicated a senior member of your unit was acting 'funny.' " She said that at a recent overnight event, the senior member was video-taping cadets in the shower room. In addition, the cadet officer reported that the senior member had taken a couple of the cadets home with him and showed them some pornographic magazines. What do you do?

Your responsibility is to encourage discussion by the students of the actions they would take if confronted by this or a similar situation. Try to elicit the points without giving students the answers. Allow no more than 5 minutes for this discussion.

After the discussion, explain the following as the solution to the case study:

- *Commend the cadet officer for calling the situation to your attention.*
- *Recognize the situation as possible sexual abuse.*
- *Contact the wing commander.*
- *Wait for further instructions from the CAP Corporate Legal Counsel at National Headquarters or the wing legal officer.*

All of these actions would be appropriate and within the policies of CAP.

5. ***At your discretion, introduce the two additional case studies included in the back of the Instructor's Guide. You may either use the same group discussion format or use breakout sessions to complete the case studies. Do not spend more than 20 minutes on this portion. After the discussion, present the solutions to the two remaining case studies.***

If case study #2 is used, tell the students that one-on-one situations such as that described in the case study are prohibited. Case study #3 presents a hazing/physical abuse type scenario. Though only briefly touched on in the video, this type of abuse can happen in a military-oriented organization such as CAP. Use of this case study is highly encouraged.

It explores a classic example of the difference between discipline and physical abuse. Cadet program leaders should be careful in administering discipline so that when discipline is necessary within the cadet program, it is constructive and encourages development of positive values and behavior. Any use of corporal punishment or discipline that is demeaning or involves verbal abuse is not permitted in the CAP program.

Special attention should be given to the responsibilities given to youth leaders for controlling cadets. Having such responsibilities can develop important leadership skills, but guidance concerning appropriate discipline should be given and at no time should any form of physical punishment be permitted to be used by youth leaders. In addition to inappropriate disciplinary techniques, physical abuse may be caused by initiation rites or hazing - both of which are prohibited by CAP.

6. *After the discussion, restart the VCR and continue the video to its conclusion.*
7. ***Discussion of the video.*** As the leader for this training, you should rely upon information from official CAP manuals and other publications or resources to respond to questions from students. If students have questions for which you cannot find an answer, please contact National Headquarters, HQ CAP/ETS (Senior Programs Division) for a response. Please do attempt to invent your own response to student questions.
8. ***Review the responses to the pre-training quiz.*** The answer key is provided indicating the correct response in bold and underscored. Discussion points are in italics after each true or false statement.
9. ***Conclude the training by thanking students for their participation and reminding them to sign the CAP Form 11, Director's Report. Ensure the students complete the critique of the training on the form provided in their handout.***

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**Civil Air Patrol
Cadet Protection Pre-Training Quiz**

- T** **F** 1. Child sexual abuse occurs only to girls younger than 10 years of age.
This statement is false. Child sexual abuse occurs at all ages. Boys 12 - 14 years of age are at the greatest danger of being sexually abused by non family members.
- T** **F** 2. The single most reliable indicator of sexual abuse is the child's report of abuse.
This statement is true. When a child discloses sexual abuse, he or she must overcome overwhelming feelings of fear and guilt about the assault; because these feelings are nearly always present, it makes the child's disclosure a very reliable indicator. Very few disclosures of sexual abuse are false or intended to cause trouble for the alleged abuser.
- T** **F** 3. Physical symptoms of child sexual abuse are temporary and may not be present at all.
This statement is true. Some kinds of sexual abuse do not involve contact with the victim and some forms of sexual abuse that do involve contact do not involve physical trauma. Physical symptoms are most common in forms of child sexual abuse that involve forced penetration and the physical trauma caused will heal over time.
- T** **F** 4. Behavior changes may indicate that a child was sexually abused, but are inconclusive as a precise indicator of sexual abuse.
This statement is true. Some of the behavior changes associated with sexual abuse are caused by the stress that accompanies the abuse. The stress related behaviors may be caused by many other events in the young person's life such as death of a relative, family problems, or even problems at school. A child who displays these kinds of behavior changes for more than a week or two may need help coping with the underlying problems, one of which may be sexual abuse.
- T** **F** 5. Most child molesters are "dirty old men" who are unknown to their victims.
This statement is false. Contrary to popular stereotypes, child molesters may begin their molestation "career" at a very young age and continue throughout their lives. Although a considerable amount of child safety materials center on "stranger danger, " most often children who are molested are molested by someone they know. Very little sexual molestation is perpetrated by strangers.
- T** **F** 6. If a cadet discloses that he or she was sexually abused, you should agree to keep the child's abuse secret.
This statement is false. When a cadet discloses sexual abuse to a senior member, the senior member must implement CAP policies and procedures as well as comply with applicable reporting laws. The cadet should be encouraged to report the abuser to the proper authorities.
- T** **F** 7. Parents are an essential component of CAP's cadet protection strategies.
This statement is true. CAP offers parents many opportunities to participate in their children's CAP experience. To address the issues of child and drug abuse, CAP offers parents a publication, CAPP 50-6, Cadet Protection Policy and Program for Parents and Leaders.

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- | | | |
|-----------------|-----------------|---|
| <u>T</u> | F | <p>8. When an allegation of sexual abuse is lodged against a senior member, the unit commander should suspend the member only after consulting with the wing commander and the CAP Corporate Legal Counsel.</p> <p><i>This statement is true. CAP's priority to protect the cadets in the program must be balanced against the due process rights of the accused volunteer. The CAP Corporate Legal Counsel will guide the unit commander in meeting both requirements.</i></p> |
| <u>T</u> | F | <p>9. Cadet protection policies are also intended to protect the senior member from false allegations of inappropriate conduct.</p> <p><i>This statement is true. In addition to providing supervision to cadets, requiring the presence of additional senior members during cadet activities provides witnesses who can document what really happened if an allegation is made.</i></p> |
| <u>T</u> | F | <p>10. Most children are very reluctant to disclose sexual abuse for many reasons.</p> <p><i>This statement is true. As related in the video, a tremendous amount of pressure is exerted upon molested children to keep their abuse a secret. Common reasons for not disclosing sexual abuse include: fear of being blamed; stigmatization associated with homosexuality when both the molester and victim are the same sex, shame, and genuine affection for the abuser.</i></p> |
| T | <u>F</u> | <p>11. Child molesters are easy to spot because they fit predictable profiles.</p> <p><i>This statement is false. Most child molesters are indistinguishable from the general population with one notable exception-they sexually abuse children.</i></p> |
| <u>T</u> | F | <p>12. CAP has a "zero tolerance" policy concerning use of drugs or alcohol during cadet activities.</p> <p><i>This statement is true. CAP policies are clear that during cadet activities consumption of alcohol by senior members or cadets, even those old enough to drink legally, is prohibited. Illegal drug use is banned for all CAP members.</i></p> |
| <u>T</u> | F | <p>13. Drugs and alcohol abuse can lead to long-term behavior changes such as poor school performance, exaggerated emotional responses to normal situations, stealing, depression, and suicidal behavior.</p> <p><i>This statement is true. There is much research available to support this statement. Refer to the video.</i></p> |
| T | <u>F</u> | <p>14. Recent government reports document success in the battle to combat drug abuse among teens, noting significant reductions in the use of drugs by adolescents.</p> <p><i>This statement is false. Unfortunately, the truth is that recent studies document that the use of drugs by children is growing and that children are abusing drugs at younger ages.</i></p> |
| <u>T</u> | F | <p>15. The average age when boys first try drugs is 11-years-old and for girls just a little older.</p> <p><i>This statement is true.</i></p> |
| T | <u>F</u> | <p>16. Most often, children are introduced to drugs by adults.</p> <p><i>This statement is false. Children are most often induced to experiment with drugs by their peers. In addition, to peer group pressure, media depictions of drug use without serious consequences impart the notion that drugs are less dangerous than they are.</i></p> |

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- T** **F** 17. National Headquarters CAP conducts screening of all senior members.
This statement is true. When a senior member joins CAP, his/her unit forwards the membership application and a set of fingerprints to HQ CAP/DP. HQ CAP/DP sends the fingerprints to the FBI to conduct a criminal history record check.
- T** **F** 18. CAP Corporate Legal Counsel should only be contacted if sexual abuse of a cadet is going to lead to a lawsuit against CAP.
This statement is false. Unit commanders must contact their wing commander, who must then contact the CAP Corporate Legal Counsel each and every time there is an allegation or suspicion of sexual abuse involving CAP members.
- T** **F** 19. CAP membership may serve to discourage teens from abusing drugs because of the positive alternatives the program presents.
This statement is true. CAP, as well as other youth-serving organizations, discourage young people from abusing drugs in at least two ways: (1) they provide opportunities for young people to build self-esteem, a trait that most drug abusers lack and (2) they provide a positive reward for abstaining from drug use--the opportunity to grow and learn through taking advantage of CAP's unique programs.
- T** **F** 20. Sexual abuse is the only form of child abuse of concern to CAP.
This statement is false. Although the focal point of this training is child sexual abuse, the CAP does not condone any form of child abuse in its program. The reason that child sexual abuse is the focal point of this training is because individuals may attempt to use CAP and other youth-serving organizations as vehicles to gain access to young people for the purpose of sexual exploitation.

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After the Training

1. Retain a copy of the completed CAP Form 11 for your records and mail the original and the student critiques of the training to:

HQ CAP/ETS
105 South Hansell Street
Maxwell AFB AL 36112-6332

2. Forward any questions asked by students for which you need additional information to the address shown above, or e-mail us at: ets@cap.af.mil.

National Resources

For additional information concerning child abuse or drug abuse, contact the following clearinghouses:

Child Abuse and Neglect Information Clearinghouse
PO Box 1182
Washington DC 20013
(800) FYI-3366
<http://www.calib.com/nccanch>

National Center for Missing and Exploited Children
2101 Wilson Blvd, Suite 550
Arlington VA 22201
(703) 235-3900
<http://www.missingkids.org>

National Committee to Prevent Child Abuse
332 South Michigan Ave, Suite 1600
Chicago IL 60604-4357
(312) 663-3520
<http://www.childabuse.org>

National Clearinghouse for Alcohol and Drug Abuse Information
PO Box 2345
Rockville MD 20847-2345
(301)468-2600
<http://www.health.org>

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Case Study #2 (Optional)

The following are two additional case studies which may be used to augment the scenario discussed in the video. You may either use the same group discussion format or use breakout sessions to complete the case studies. Do not use more than 20 minutes to complete these case studies.

Members of the Southville Cadet Squadron were planning a weekend camping trip for members of the drill team. The team had won the state competition. Capt John Davis and Lt Bob Smith agreed to manage the activity and setup the trip for the following weekend. However, on Friday afternoon before the trip, Lt Smith had to cancel due to an emergency. Knowing that the cadets were all looking forward to the trip, Capt Davis decided to manage the activity himself.

After the cadets and Capt Davis arrived at the campsite, everything appeared okay except for problems with two cadets, Cadet Jim Stern and Cadet Lee Brown had been arguing most of the evening. Finally, they started fighting. Capt Davis broke up the fight and ordered Cadet Stern to stay with him (Capt Davis) in his tent. The cadets accepted the situation because Capt Davis had always been fair in handling disciplinary problems. The rest of the weekend went smoothly.

At the squadron meeting Tuesday night, Lt Smith noticed Cadet Stern appeared to be withdrawn and somber. Every time Capt Davis approached Cadet Stern, the cadet would walk away. This type of behavior was certainly not typical of Cadet Stern.

Finally, as Lt Smith and Cadet Stern were leaving the building, Cadet Stern broke into tears. Then the tears turned into anger. "I'm not homosexual," he said, "even though Capt Davis says I am." After he had regained his composure, Cadet Stern related the events of the past weekend. While sleeping in the tent with Capt Davis, he had awakened in the middle of the night and found Capt Davis fondling him. Afterwards, Capt Davis spent the rest of the night lecturing Cadet Stern on how the young man had caused the incident – that Cadet Stern was gay and that everyone knew it. If you were Lt Smith, what would you do?

After the discussion, explain the following as the solution to the case study:

- *Listen to Cadet Stern without passing judgment on him or the situation.*
- *Commend Cadet Stern for coming forward.*
- *Recognize the situation as possible child sexual abuse.*
- *Notify the unit commander immediately so that he may take the appropriate action, including notifying the wing commander.*

All of these actions would be appropriate and within the policies of CAP.

NOTE: *This case study also points out another important facet of the Cadet Protection Policy. One-on-one activities such as the situation described in this case study are prohibited.*

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Case Study #3 (Optional)

The Northville Composite Squadron has a number of new cadets that have never been to an encampment. To remedy the situation, the Deputy Commander for Cadets, Capt Bill Law, arranged a weekend activity at a nearby national forest for the Labor Day weekend. Capt Law and his “right arm” in the cadet program, C/Capt Lance Rudd, planned all the activities.

During the course of the weekend, C/Capt Rudd decided that one of the new cadets, Cadet Chris King, was sloppy and had a bad attitude. Capt Law agreed and gave C/Capt Rudd the go ahead to get Cadet King to “shape up or ship out.”

Throughout the weekend, C/Capt Rudd put Cadet King on the spot. He used profane language, actually cursing him in front of the other cadets. Cadet King was forced to run to all the cadet activities while the other cadets walked. And, he had to do hundreds of push-ups. Once, Capt Law accused Cadet King of crying and made fun of him.

After the activity, Cadet King mentioned the situation to you. As his next-door neighbor, and the Senior Programs Officer for the squadron, you encouraged him to join CAP. He wants to know when his “initiation” will be over.

What would you do?

After the discussion, explain the following as the solution to the case study:

- *Listen to Cadet King without passing judgment.*
- *Commend Cadet King for coming forward.*
- *Recognize the situation as a possible case of physical abuse.*
- *Notify your squadron commander immediately, so that he may take appropriate action.*

Explain to the students that this case study explores the difference between discipline and physical abuse. Any use of corporal punishment or discipline that is demeaning or involves verbal abuse is not permitted within the CAP program.

CIVIL AIR PATROL
SENIOR PROGRAM DIRECTORS' REPORT FORM

Submit this form immediately after completion of the school or course.

This form provides information for training record updates and for financial and command support planning. Mail completed form directly to:

HQ CAP/ETS
 105 S. Hansell Street, Bldg 714
 Maxwell AFB AL 36112-6332

Send a courtesy copy to the Wing Senior Program Officer.

Local reproduction of this form is authorized.

Check all courses that apply. ETS will only credit students with the courses that are checked on this form.

<input type="checkbox"/>	Orientation Course AND Cadet Protection/Human Relations	<input type="checkbox"/>	CLC
<input type="checkbox"/>	Orientation Course ONLY	<input type="checkbox"/>	RSC
<input type="checkbox"/>	Cadet Protection/Human Relations ONLY	<input type="checkbox"/>	NSC
<input type="checkbox"/>	SLS		

Date(s) of Training: _____

Wing: _____ Location: _____

PLEASE PRINT CLEARLY. SOCIAL SECURITY NUMBER AND MEMBER SIGNATURE ARE ESSENTIAL IN ORDER FOR ETS TO ENSURE MEMBERS RECEIVE PROPER CREDIT FOR THE COURSE.

NAME	SOCIAL SECURITY NUMBER	WING UNIT NUMBER	SIGNATURE
_____	_____	_____	_____
_____	_____	_____	_____
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 DIRECTOR'S SIGNATURE

NAME _____

**SOCIAL SECURITY
NUMBER**WING
UNIT NUMBER

SIGNATURE

[illegible]

**Civil Air Patrol
Cadet Protection Training
Student Materials**

Section B

Seminar Leaders should duplicate sufficient copies of the pages that follow and provide each student a copy.

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Civil Air Patrol Cadet Protection Training Student Materials

Introduction

Thank you for participating in the CAP Cadet Protection Training Program. All of us in CAP share a deep concern for the health and welfare of our cadet members. The training you are about to undertake was not designed to make you an "expert" in child sexual abuse or drug abuse. Rather, it was designed to increase your awareness and knowledge of these subjects, to inform you of the policies and procedures implemented by CAP, and is based on the cadet protection policy described in CAP Manual 50-16, *CAP Cadet Training Program*, Chapter 1, Section B.

As you progress through this training, please remember that your commander is the most valuable resource in dealing with the protection of cadets. He/she is thoroughly familiar with proper reporting procedures and should be the first person you consult in all situations. If for any reason you are unable to discuss the situation with your immediate commander, please contact the next higher commander for guidance.

While this program specifically discusses child sexual abuse, CAP does not condone any form of child abuse or neglect. It is your obligation to report any suspected incidents of child abuse or neglect in accordance with published CAP policies.

We also want to use this training as an opportunity to discuss the very real problem of drug abuse in America; and specifically CAP's "zero tolerance" policy concerning drug abuse among its members. During this part of your training, you will learn a little about the negative effects of drug abuse, warning signs, and CAP's stance on the issue. Again, we do not intend to make you an "expert" in this subject. Rather, we hope to make you more aware of drug abuse.

Once again, thank you for participating in this training. Your efforts contribute greatly to the continuation of a strong and viable cadet program.

Training Objectives

1. Know the definition, categories, and signs of child sexual abuse and drug abuse.
2. Understand the "zero tolerance" child abuse and drug abuse policies of CAP.
3. Be aware of CAP policies regarding child abuse and drug abuse, and know how to respond when confronting either situation within CAP.
4. Understand the need for strict adherence to CAP policies regarding cadet protection.

Civil Air Patrol Cadet Protection Training Student Materials

What follows is a short pre-training quiz to test your knowledge about child sexual abuse and drug abuse. Take a few minutes to complete the quiz. The answers to each question on the quiz can be found in the training video you are about to watch. After viewing the video, you and your instructor will review the correct answers and you will have the opportunity to test your knowledge by discussing several case studies. These case studies were designed to evaluate your ability to apply CAP'S cadet protection policies. If you have any questions, please feel free to ask your instructor.

Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Civil Air Patrol Cadet Protection Training
Student Materials**

Cadet Protection Pre-Training Quiz

(True or False. Please circle your response.)

- | | | |
|---|---|--|
| T | F | 1. Child sexual abuse occurs only to girls younger than 10 years of age. |
| T | F | 2. The single most reliable indicator of sexual abuse is the child's report of abuse. |
| T | F | 3. Physical symptoms of child sexual abuse are temporary and may not be present at all. |
| T | F | 4. Behavior changes may indicate that a child was sexually abused, but are inconclusive as a precise indicator of sexual abuse. |
| T | F | 5. Most child molesters are "dirty old men" who are unknown to their victims. |
| T | F | 6. If a cadet discloses that he/she was sexually abused, you should agree to keep the child's abuse secret. |
| T | F | 7. Parents are an essential component of CAP's cadet protection strategies. |
| T | F | 8. When an allegation of sexual abuse is lodged against a senior member, the unit commander should suspend the member only after consulting the wing commander and the CAP Corporate Legal Counsel. |
| T | F | 9. Cadet protection policies are also intended to protect the senior member from false allegations of inappropriate conduct. |
| T | F | 10. Most children are very reluctant to disclose sexual abuse for many reasons. |
| T | F | 11. Child molesters are easy to spot because they fit predictable profiles. |
| T | F | 12. CAP has a "zero tolerance" policy concerning use of drugs or alcohol during cadet activities. |
| T | F | 13. Drugs and alcohol abuse can lead to long-term behavior changes such as poor school performance, exaggerated emotional responses to normal situations, stealing, depression, and suicidal behavior. |
| T | F | 14. Recent government reports document success in the battle to combat drug abuse among teens, noting significant reductions in the use of drugs by adolescents. |
| T | F | 15. The average age when boys first try drugs is 11 years old and for girls just a little older. |
| T | F | 16. Most often children are introduced to drugs by adults. |
| T | F | 17. National Headquarters CAP conducts screening of all senior members. |

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|---|---|---|
| T | F | 18. CAP Corporate Legal Counsel should only be contacted if sexual abuse of a cadets is going to lead to a lawsuit against CAP. |
| T | F | 19. CAP membership may serve to discourage teens from abusing drugs because of the positive alternatives the program presents. |
| T | F | 20. Sexual abuse is the only form of child abuse of concern to CAP. |

Civil Air Patrol Cadet Protection Training Student Materials

CAP Cadet Protection Policies

The following policies have been adopted specifically to protect cadets from child abuse while participating in official CAP activities:

- **Screening** - All CAP senior members undergo a FBI criminal history record check to determine eligibility for CAP membership. National Headquarters CAP/DP coordinates this record check with the FBI.
- **Training** - Prior to working with cadets, senior members must complete CAP's cadet protection training program.
- **Leadership** - All cadet activities must be supervised properly. Commanders must exercise care in selecting senior members and cadets to conduct and supervise cadet activities. Generally, this means that a minimum of two senior members will be present when appropriate and feasible. Two senior members must be present at any overnight cadet activity. This requirement also protects senior members from false allegations of abuse.
- **Sexual abuse** - Cadets will not be subjected to sexual molestation, touching, contact, exposure, suggestions, or other incidents of a sexually-oriented nature.
- **Physical Abuse** - Cadets will not be physically struck, hazed, or physically or verbally assaulted in any way.

Reporting Requirements - Senior members, cadets, cadet parents/guardians should report suspected abuse to the unit commander or the commander at the next higher level of command. CAP views allegations of abuse as serious and will fulfill its statutory obligation to contact appropriate child protection and law enforcement agencies for investigation and prosecution of child abuse allegations.

**Civil Air Patrol Cadet Protection Training
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Child Sexual Abuse

Child sexual abuse is defined in each states' laws. The National Center for Child Abuse and Neglect offers this definition: "Contact or interaction between a child and an adult when the child is being used for the sexual stimulation of the perpetrator. ... sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of control over the child.

Indications of Child Sexual Abuse

Children cope with sexual abuse in a variety of ways. Those who have been sexually molested may exhibit either behavioral or physical symptoms of abuse. The absence of physical or behavioral symptoms should not be interpreted to mean that the child was not sexually abused. The single most important indicator that a child has been sexually abused is his/her statement.

Physical Signs of Child Sexual Abuse

In some cases of child sexual abuse, the abuse causes physical harm. When this happens, the child may have difficulty walking or sitting. Other physical signs of sexual abuse include torn, stained, or bloody underwear; pain or itching in the genital area; bruised or bleeding external genitalia; sexually transmitted diseases; and pregnancy. In older children who may be sexually active, the interpretation of some of these signs as indicators of sexual abuse is less certain than if the signs were present in younger children.

General Signs of Childhood Stress

Since all forms of abuse inflict stress on the child, many children exhibit non-specific stress reaction when they have been sexually abused. When the following behaviors are present for more than a week or two, it may mean that a child is in need of help in order to resolve the source of the stress.

Bedwetting	Crying for no apparent reason
Immature or regressive behavior	Clinging behavior
Aggressive behavior	Withdrawal
Substance abuse	Inability to concentrate
Unexplained aches and pains	Running away
Depression	Talk of, or attempts at, suicide
Sleep disturbances or nightmares	Frequent illnesses

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Signs of childhood stress are not always indicative of sexual abuse. Rather, they provide warning that the child is having difficulty with a situation or problem. While adults should not automatically assume that abuse has taken place, they should inquire as to the cause of stress to determine the actual problem and assist the child.

Sexual Abuse Specific Behaviors

In some cases of sexual abuse, the child may exhibit behaviors that may be more directly related to their abuse. Specific behaviors that indicate the possibility of sexual abuse are listed in the following table.

Age--inappropriate understanding of sex	Attempts at suicide
Persistent and inappropriate sex play with peers or toys	Reluctance to be left alone with another person
Wearing lots of clothing, especially to bed	Prostitution
Fear of touch	Drawings with genitals
Masturbation in public	Abuse of animals
Apprehension when the subject of sexual abuse is brought up	Nightmares or night terrors
	Cross dressing

When you have a reasonable suspicion that a cadet has been sexually abused based upon your observations or a disclosure made by a cadet, you must act in accordance with CAP policies and applicable state reporting laws.

The Child Molester

Now that we have looked at child sexual abuse from the perspective of symptoms exhibited by the child, we will look at the child molester. We will define the profile of the molester, and also shatter some myths about who child molesters are.

Definitions

Child molesters-individuals who sexually abuse children-come from all walks of life.

There are several terms that relate to child sexual abusers:

- *Pedophilia*- a psychological condition in which affected persons exhibit a sexual preference for prepubescent children. There is no "cure" for pedophilia.
- *Pedophile*- an individual who receives sexual gratification through sexual contact with young children.
- *Child Molester*- a term used to identify adults and older youths who have crossed the line and actually engaged in sexual activity with a child.

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Though the terms pedophilia and pedophile have come to be broadly used to describe anyone who is sexually attracted to children, not all child molesters are pedophiles and not all pedophiles are child molesters.

Myths vs Characteristics of the Child Molester

There are many misconceptions about who child molesters are. Not only are these myths inaccurate, they are harmful because they mistakenly give people who believe the stereotypes a false sense of security, because they feel they "know what to look for."

Many of these myths include:

- The child molester is a "dirty old man."
- The molester is a stranger to his victim.
- The child molester is of lower intelligence or insane.
- The molester is a substance abuser.
- Etc.

The fact is that child molesters look, and for the most part, act like anyone else. That having been said, some studies do suggest that child molesters may share some common characteristics. This is not to say, however, that individuals who possess one or more of these traits are child molesters. Instead, the characteristics listed below are merely guideposts that should arouse interest.

These characteristics can include:

- Males.
- Criminal record of arrests or convictions for child-related sexual offenses.
- Over-involvement in child-oriented activities without having a parental responsibility.
- Relating to children as a peer rather than maintaining an adult role, or lacks social relationships with adult peers.
- Frequent, unexplained moves.
- Hangs out in areas frequented by young people such as arcades, school yards, and malls, or seeks legitimate access to children.
- Seduces children with attention, affection, and gifts; skilled at manipulating children.

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Again, there is no fool-proof way to identify a child molester unless or until a disclosure has been made. What these lists represent are misconceptions about child molesters as well as warning signs to make you more aware of what is out there.

Disclosures

Unfortunately, in many cases, incidents of child molestation go undetected. This is typically because the most reliable indicator of child sexual abuse-the disclosure made by the child-is never made.

Children who have been sexually molested may be afraid to disclose the assault for several reasons; among them are manipulation or threats made by the molester. Threats may be against the child himself/herself or against people or things of value to the child. The child may harbor inappropriate feelings of responsibility. It absolutely is not the child's fault. The child may fear a perceived stigma of being labeled an homosexual in cases of same-sex molestation. Also, the molester may have cultivated an emotional relationship with the child. These emotional ties may prevent the child from coming forward.

Before children can disclose incidents of sexual abuse, it is important for them to receive permission to disclose from an adult they trust. They must know they can approach the adult and not be judged for what happened to them or what they say.

Responding to Disclosures

When a child discloses that he or she has been sexually abused:

- Accept what the child is telling you. Very few children initiate false reports of sexual molestation.
- Do not promise to keep secrets. You will have to report the abuse in accordance with CAP policy and the requirements of the laws of your state.
- Listen to the child. Do not attempt to conduct an interview, but listen carefully to what the child is telling you.
- Reassure the child that he/she is not responsible and will not be blamed.
- Maintain your own self-control.
- Encourage the child to report the abuse to the proper authorities.

Reporting Requirements

If a cadet discloses to you an incident of alleged sexual abuse, you must report the incident to your unit commander. If this is not possible, you must report it to the commander at the next higher level of command.

Upon receipt of a report of suspected sexual abuse, the unit commander will immediately contact the wing commander. The wing commander will then contact the wing legal officer and National Headquarters CAP Corporate Legal Counsel or Executive Director. The commanders involved will take no action until instructed to do so by the CAP Corporate Legal Counsel.

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CAP Drug Abuse Policy

Unfortunately, the use of illegal drugs - especially by our young people - continues to be a great problem for this nation. One study concluded that the average age when boys first experiment with drugs was 11 years of age. For girls, the average age was slightly older, 13 years old.

The abuse of drugs creates a myriad of short- and long-term physical and psychological health effects. Some physical effects are: heart, lung, and kidney damage, and brain damage. Other changes include: memory loss, the inability to concentrate, depression, and other psychological effects. Many of these changes are permanent.

Just as sexual abuse has warning signs, so does drug abuse. While it is true that like sexual abuse these signs are not absolute; you should be aware of these signs - and if they are present - you should tell your unit commander immediately.

These signs may include: poor school performance and absenteeism, exaggerated emotional responses to normal situations such as depression, suicidal behavior, and theft.

CAP has a "zero tolerance" drug abuse policy. CAP members are forbidden from possessing or consuming illegal drugs, *period*. CAP cadets may not consume or possess alcohol during any CAP activity, no matter what age they are. CAP senior members may not consume alcohol while participating in any cadet activity.

Severe disciplinary action—including termination from CAP—will take place if this policy is violated.

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National Resources

For additional information concerning protecting your child from child abuse or drug abuse contact the following clearinghouses:

Child Abuse and Neglect Information Clearinghouse
PO Box 1182
Washington DC 20013
(800) FYI-3366
<http://www.calib.com/nccanch>

National Center for Missing and Exploited Children
2101 Wilson Blvd, Suite 550
Arlington VA 22201
(703) 235-3900
<http://www.missingkids.org>

National Committee to Prevent Child Abuse
332 South Michigan Ave, Suite 1600
Chicago IL 60604-4357
(312) 663-3520
<http://www.childabuse.org>

National Clearinghouse for Alcohol and Drug Abuse Information
PO Box 2345
Rockville MD 20847-2345
(301)468-2600
<http://www.health.org>

SUMMARY OF CHANGES

This is a complete revision of CAP Pamphlet 50-3 in format and presentation. The sexual abuse reporting policy has been revised to mandate that unit commanders disclose suspected abuse to their wing commander who will then contact CAP's Corporate Legal Counsel or Executive Director. The Human Relations Training portion has been deleted from this pamphlet and replaced by drug policy and awareness training. This pamphlet must be used with the Cadet Protection Training Policy video dated 15 February 1997, and previous editions of this publication and companion video are obsolete.

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Case Studies

Case Study #1

The following case studies are designed to give you the opportunity to apply what you have learned about child sexual abuse and CAP policies. Your instructor will provide you with instructions.

Capt O'Grady will describe this first case study in the video. Afterwards, your instructor will lead you in discussion and will give you the solution. He may then elect to have you complete optional case studies #2 and #3.

Imagine yourself in the following scenario: You are the unit commander and one of your cadet officers reports to you that in a discussion she had with one of the cadets that the cadet indicated a senior member of your unit was acting "funny." She said that at a recent overnight event, the senior member was videotaping cadets in the shower room. In addition, the cadet officer reported that the senior member had taken a couple of the cadets home with him and showed them some pornographic magazines.

What do you do?

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Case Study #2 (For optional use by your instructor)

Members of the Southville Cadet Squadron were planning a weekend camping trip for members of the drill team. The team had won the state competition. Capt John Davis and Lt Bob Smith agreed to manage the activity and setup the trip for the following weekend. However, on Friday afternoon before the trip, Lt Smith had to cancel due to an emergency. Knowing that the cadets were all looking forward to the trip, Capt Davis decided to manage the activity himself.

After the cadets and Capt Davis arrived at the campsite, everything appeared okay except for problems with two cadets, Cadet Jim Stern and Cadet Lee Brown, both had been arguing most of the evening. Finally, they started fighting. Capt Davis broke up the fight and ordered Cadet Stern to stay with him (Capt Davis) in his tent. The cadets accepted the situation because Capt Davis had always been fair in handling disciplinary problems. The rest of the weekend went smoothly.

At the squadron meeting Tuesday night, Lt Smith noticed Cadet Stern appeared to be withdrawn and somber. Every time Capt Davis approached Cadet Stern, the cadet would walk away. This type of behavior was certainly not typical of Cadet Stern.

Finally, as Lt Smith and Cadet Stern were leaving the building, Cadet Stern broke into tears. Then the tears turned into anger. "I'm not homosexual," he said, "even though Capt Davis says I am." After he had regained his composure, Cadet Stern related the events of the past weekend. While sleeping in the tent with Cap Davis, he had awakened in the middle of the night and found Capt Davis fondling him. Afterwards, Capt Davis spent the rest of the night lecturing Cadet Stern on how the young man had caused the incident – that Cadet Stern was gay and that everyone knew it.

If you were Lt Smith, what would you do?

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Case Study #3 (For optional use by your instructor)

The Northville Composite Squadron has a number of new cadets that have never been to an encampment. To remedy the situation, the Deputy Commander for Cadets, Capt Bill Law, arranged a weekend activity at a nearby national forest for the Labor Day weekend. Capt Law, and his “right arm” in the cadet program, Cadet Captain Lance Rudd, planned all the activities.

During the course of the weekend, C/Capt Rudd decided that one of the new cadets, Cadet Chris King, was sloppy and had a bad attitude. Capt Law agreed and gave C/Capt Rudd the go ahead to get King to “shape up or ship out.”

Throughout the weekend, C/Capt Rudd put Cadet King on the spot. He used profane language, actually cursing him in front of the other cadets. Cadet King was forced to run to all the cadet activities while the other cadets walked. And, he had to do hundreds of push-ups. Once, Capt Law accused Cadet King of crying and made fun of him.

After the activity, Cadet King mentioned the situation to you. As his next-door neighbor, and the Senior Programs Officer for the squadron, you encouraged him to join CAP. He wants to know when his “initiation” will be over.

What would you do?

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Cadet Protection Training Student Critique

Date: _____

Thank you for participating in Cadet Protection training. Please give National Headquarters CAP some feedback on the instruction.

On a scale of 1 to 5, with 1 as the low score and 5 as the high score, please rate the items below by circling the appropriate number.

1	2	3	4	5	I. Rate the overall content of the Cadet Protection Training seminar.
1	2	3	4	5	II. Were the handout materials helpful?
1	2	3	4	5	III. Were the training objectives accomplished?
1	2	3	4	5	IV. Was the video presentation effective?
1	2	3	4	5	V. Rate your understanding of the CAP Cadet Protection Program.

Other Comments:[illegible]

CAP Cadet Protection Training Instructor's Guide and Student Materials

CAP Pamphlet 50-3, 15 February 1997, is changed as follows:

Page-insert Changes.

Remove

9, 10
27,28

Insert

9,10
27,28



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NOTE: Bars in the margins identify updated information.

OPR: ETS

Distribution: In accordance with CAPR 5-4.